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ABSTRACT

Adventure is the most dynamic form of education currently available and as such should move from its peripheral position in British education to become a part of the core curriculum. This move will require that school administrators better understand the philosophy and content of Adventure Education and that staff receive more rigorous training for their demanding jobs. The objective of employing adventure in education is to help people mature through experiences which promote: physical, cognitive, and emotional growth; respect and love for others; and awareness of and respect for the environment. Adventure encompasses a wide range of activities (rock climbing, skiing, night journeys, man-made obstacles, etc.) which share with other outdoor pursuits a framework consisting of the need for safety in potentially dangerous situations; the need for technical, physical, and personal skills; and the goal of enjoyment and satisfaction. Of all the outdoor pursuits adventure is uniquely able to provide satisfaction because it presents the most meaningful challenge, i.e., it involves risk, a healthy degree of fear, and uncertainty about the final outcome. Until such time as adventure education for all students is a practical possibility, it is important to consider subjects such as drama, art, music, and sport which may provide, through different means, some of the challenges of adventure. (JH)

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ADVENTURE EDUCATION

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By

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ADVENTURE EDUCATION

Definition

Adventure Education, a major aspect of Outdoor Education, uses as a medium those outdoor pursuits that are potentially dangerous. It involves the presentation of meaningful challenge to young people, within a framework of safety, in order to give them deep personal and social awareness. The situations provided will involve them on mental and emotional as well as physical planes with balance a necessity for success. Skills are taught appropriate to individual abilities as the tools with which to overcome any problems encountered.

Preface to Second Edition

It has been pleasing to see the first edition, published in 1973, has been in demand both in U.K. and abroad to a great variety of individuals and organisations. This has reflected perhaps both the instinctive appeal of adventure and the dearth of material on the subject in philosophical and educational terms.

This second edition, although still brief, reflects further thought and experience in this vital aspect of education.

Introduction

One of the most radical additions to the education of the adolescent in the last decade has been the increasing use of the rugged outdoors. It is now most unusual if a secondary school is not involved in some aspect of Outdoor Education. Throughout the year and during school time, school parties are to be seen in their bright clothing walking up fells and climbing rock faces; sailing on lakes and reservoirs; canoeing rivers and exploring caves; or studying wild landscapes and seashores and their flora and fauna.

Those in charge of these pupils will put forward many reasons for using this form of education. Learning about the natural environment, conservation, ecology, geography and kindred subjects can be done through direct experience away from school bells. Learning how to live with each other where problems and challenges have to be shared by the whole group can take on more meaning to pupils in this natural setting. The informality of the outdoors can break down social barriers between people and not least between teacher and pupils. Some would claim that character can also be improved. And the backcloth for all these activities is the freedom of being in the outdoors and amidst its remoteness and beauty so far removed from the rush and strain of modern city life.

There is a great danger, however, that in this extensive use of Outdoor Education the immediate needs and abilities of the adolescent boy or girl will be either ignored or overlooked.

Adolescents may value their experiences of Outdoor Education for a variety of reasons; the aesthetic appeal of the environment itself; their own deep interest in certain aspects of environmental studies; the very informality of the group learning situation, or because of their enjoyment in learning the skills of a particular Outdoor Pursuit. But the main attraction of Outdoor Education, to at least the majority of adolescents, are those situations in which they will find challenge, dare, risk and excitement. These words can be summed up by the term ADVENTURE as instinctively understood by the adolescent.

It is the purpose of this essay to show that, within the framework of Outdoor Pursuits, adventure is potentially the most dynamic form of education currently available.

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The Framework of Outdoor Pursuits

Three main elements can be seen in Outdoor Pursuits:

SAFETY, SKILLS, SATISFACTION.

Safety

The first consideration of the teacher is to ensure that his pupils are as free as possible from physical or psychological harm during the activity. If an accident happens he has to be sure that he can face himself, the pupil or the parents, or the coroner, by knowing that he was justified in being in that place at that time, and that he had taken all sensible precautions for that journey.

Those responsible for Outdoor Pursuits must be able to decide whether a particular situation is basically SAFE or DANGEROUS. If it is the latter, then distinction must be made between the two factors that have made it dangerous:

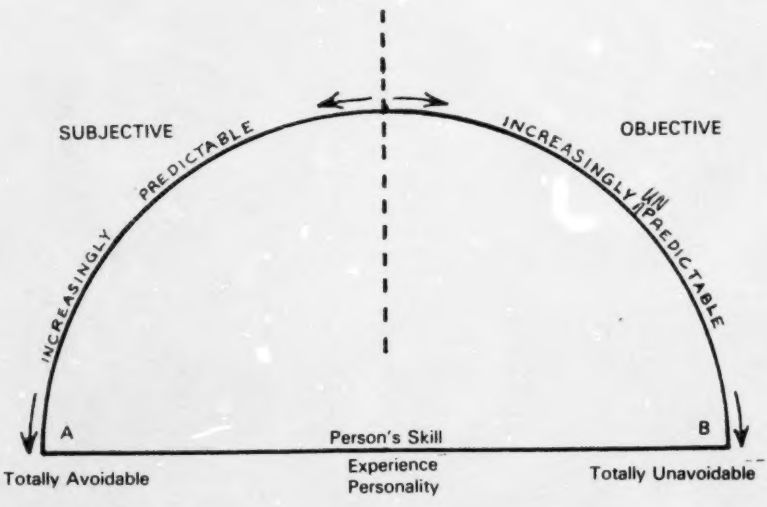
FACTOR ONE: SUBJECTIVE DANGER
FACTOR TWO: OBJECTIVE DANGER

Subjective danger is that potentially under the control of the human being, such as the correct choice and use of equipment needed and the correct selection of the journey to meet the requirements of the party in safety.

Objective danger is that over which the human being has no control e.g. avalanches, blizzards, floods, storms, exposed situations.

Beginners will be working at the left end of the base line AB. Committed experts will be taking on challenges at the right end of the base line.

DANGER DIAGRAM



(After A. Shearn 1977)

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Most work with young people will be in the subjective danger sector. In effect this should mean that although they may feel the journey or experience is dangerous, in reality there should be a minimum of danger because the instructor has taken all the appropriate safety precautions. These may be termed situations of apparent danger. As the beginner becomes more experienced and self reliant the challenges can justifiably contain an increasing amount of objective danger. No particular age can be recommended at which a young person should be allowed to take on journeys containing objective dangers. Indeed adolescents who have been properly and progressively trained are already leading exposed and serious rock climbs and tackling flooded white water rivers, whilst a 16 year old has sailed round the world solo.

Such examples, however, are a rarity within education. They tend to happen outside of education. The last decade has seen an enormous and restrictive over emphasis on safety. Young people are often denied the opportunities to develop self reliance and leadership in adventure activities by a mass of safety regulations.

It is true that no amount of expertise can hide the fact that Outdoor Pursuits are potentially dangerous and accidents can happen to anyone. Human frailty apart, there is always a place for both bad and good luck. There is no doubt, however, that most accidents are the result of subjective danger, including the taking of a school party into an unjustifiable situation of objective danger. Most accidents, therefore, are avoidable.

Despite its fundamental importance safety is not the reason for taking part in Outdoor Pursuits. Safety is the essential framework. Without proper concern for it this form of education is untenable.

Skills

To engage in an Outdoor Pursuit is to learn to go on a JOURNEY in the rugged outdoors successfully. The word journey is taken to mean any adventurous route that has a (planned) start and finish and e.g. will include a rock climb, an abseil, a jump, and a descent of a rapid.

Skills are the essential tools necessary for the successful completion of that journey. The teacher should determine very carefully what are the relevant skills and these should then be practiced until they are efficient. The 'relevant' skills are not always obvious, viz.

Technical Skills - as required by each activity in terms of MOVEMENT and the correct selection and use of EQUIPMENT.

Fitness Skills -
(i) the specific fitness demanded by a particular activity.
(ii) general cardio-circulatory fitness.
(iii) body conditioning to the relevant stress environment (e.g. winter work needs body adaptation to very cold conditions).

Human Skills - training in (i) self reliance
(ii) leadership
(iii) following
(iv) conditioning of psychological factors in stress situations (see stages II and III page 10).

All activities have a framework of BASIC skills (e.g. see M.L.C. check list). The teacher should ensure that all basic skills are thoroughly learnt (including survival skills). All skills training should be PROGRESSIVE.

The tendency, in L.E.A. Centres especially, to teach a few basic skills in a vacuum is miseducation. All skills training should be frequently tested by relevant journeys with the ultimate aim of self reliance.

Satisfaction

If a person does not find enjoyment and especially satisfaction from the Outdoor Pursuit, then the amount of learning acquired is likely to be minimal. Most enjoyment and satisfaction will be found at the level where he is able to overcome a meaningful challenge. The most meaningful challenge in Outdoor Pursuits is ADVENTURE.

Adventure is a state of mind that begins with feelings of uncertainty about the outcome of a journey and always ends with feelings of enjoyment, satisfaction, or elation about the successful completion of that journey.

The journey may be of *any* length and in *any* dimension - above, on or below ground, or water - generally in the wild areas of our environment.

The initial feeling of uncertainty of outcome is fear or apprehension of physical or psychological harm. There can be no adventure in Outdoor Pursuits without this fear in the mind. Without the fear there would be no challenge. Fear extended to terror, however, is not adventure. This is misadventure as the journey is psychologically too demanding for the person concerned.

The degree of adventure will depend upon the intensity of effort demanded. This effort is crucially a control by the brain over fear of failure, resulting in a mental decision on what action is to be taken. This action is expressed in physical terms.

Repetition of an enjoyable challenge with the same sequence of events reduces the adventure.

Stages of Adventure

Four broad stages may be discerned in any Outdoor Pursuit. The young person or adult, regardless of their experience, must be in one of these stages at any particular moment.

Stage One: Recreation

Where the level of participation is so far below the normal abilities of the person that he has minimal involvement in terms of emotion, skills, mental control and concentration. Fear of physical harm is absent. The response to this level of activity will range from 'pleasant' to 'boring' and 'a waste of time'.

Stage Two: Adventure

The person feels in control of the situation but is using his experience and abilities to overcome a technical problem. Fear of physical harm is virtually absent because the person is in control. If fear does exist it lurks beneath the surface because although he knows he is in control he may still be in a potentially dangerous or strange environment.

An adult deliberately sets himself a problem as a personal challenge which with effort and barring incidents, he feels he can overcome with satisfaction. He has deliberately not pitched his challenge too low to the 'recreation' stage, because he instinctively knows it will bring minimal reward. On the other hand he has deliberately not set his challenge too near his personal limitations. He knows that to do this is to court the likelihood of physical harm should a mistake ensue or bad luck intervene.

In pupil terms this is the level where the teacher tends to work in SKILLS LEARNING. The pupil can apply himself as the problem set is a challenge to his technical abilities in particular. He is not disturbed by feelings of boredom and lack of involvement; nor by the psychological stress of stage III.

This stage is of crucial importance as preparation for any demanding journey.

Stage Three: Frontier Adventure

This is the stage beyond, and often just beyond, stage II. The person has fear of physical harm, or considerable physical or psychological stress, and no longer feels complete master of the situation. He feels, however, that he can, with considerable effort on his part, and given luck, overcome the situation without accident. He accepts that his skills are about to be tested. He is conscious of a definite degree of uncertainty as to the outcome, and feels, as it were, poised on a knife edge between success and failure. If he succeeds he has experienced frontier adventure. He has found himself in a situation which becomes firmly etched upon his mind - perhaps forever. He has feelings of satisfaction, if not elation, about the result. The degree of satisfaction and pride is proportional to the scale and intensity of the adventure.

In the adult world this is the stage in the activity which the majority try to avoid. They know that their involvement in an adventure, despite its appeal, could very quickly lead to misadventure. If their environment is essentially one of real danger, and/or prolonged hardship, the stakes are normally regarded as too high to pay for any errors.

For educational purposes this is the most important stage in the activity. Its validity is only acceptable if there is virtually no real danger for inexperienced young people. As adventure is a state of mind* it is possible for pupils to experience adventure in an environment of APPARENT DANGER rather than real danger. As long as he FEELS the situation is dangerous and/or very arduous, in the sense that a mistake or lack of effort on his part could lead to some sort of physical harm, or an unpleasant situation, then he may experience adventure. There may be legitimate danger, however, for those young people who are developing their skills to a higher standard under expert guidance. In this event the dangers may be progressively extended to the point where they are at least traditionally accepted in the adult sport. Frontier adventure for young people is most likely to occur when they are in, or feel they are in, self reliant situations.

* definition P. 40

Stage Four: Misadventure

This is the final stage - when the challenge is in any way beyond the control of the person. In ultimate form the result is death, but between death and serious injuries on the one hand and frontier adventure on the other, there are various degrees of both physical and psychological damage. It is possible and indeed not infrequent in practice, to experience misadventure without any form of physical injury. In mild examples, the reaction will be one of dissatisfaction and self-rebuke because the person has been in an adventure situation in which he has acquitted himself badly. The classic case of this type is the person trying, or being made to try, something that involves a degree of technical skill, or degree of control over his fear, that is beyond his abilities. Paradoxically in many mild cases of stage IV the learning experience may be of great value to the participant. Fear however can easily be of an extreme nature in misadventure. Where it leads to panic and terror it is unjustifiable in educational terms.

Notes on Adventure Stages

(i) Stage I is concerned with minimal human feelings.
Stage IV is concerned with negative and disruptive feelings.
Stage II is concerned with positive and satisfying human feelings progressing in intensity to the peak experiences of stage III.

(ii) Each stage is extremely broad.

(iii) On a journey or during an experience a person may go through several or all the stages, perhaps several times.

(iv) Each human being has a unique ADVENTURE THRESHOLD. What may be stage I for one person may be stage II, III or IV for another.

(v) The adventure threshold of any person will vary considerably according to their feelings at any particular time in a given situation. The state of their biorhythms, their attitude, and their relationship with companions are all vital factors in this respect.

(vi) The adventure threshold maybe significantly extended by training in stage II and III especially in pre-adolescence and early adolescence.

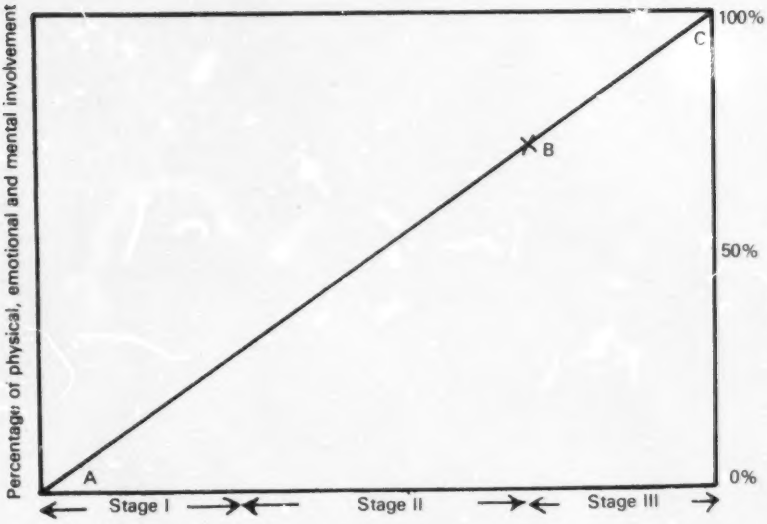
(vii) Many people might indicate that their own adventure potential was at the upper end of stage II. People of the calibre of Shackleton, Mawson, Nansen, Scott, and more recently Doug Scott, indicate clearly that human adventure potential is likely to be at the upper end of stage III. (This has great implications for education bearing in mind note (vi) above and the relevance of adventure to education in general.)

(viii) The solo experience is the most intense adventure experience.

(ix) In education far too often pupils are only placed in stage I. This may be due to reasons of convenience, or lack of teacher skills or teacher ignorance of the psychological base of adventure or restrictive safety regulations.

(x) In education the Outdoor Pursuits experience should always be analysed. This should include which stages were involved for each individual.

STAGES OF ADVENTURE DIAGRAM



Notes on Diagram

(i) Stage IV is omitted from the diagram. The person is at some point on the line AC during an adventurous journey. He may drop off the line into stage IV from any point on it.

(ii) Stage III (BC) has the most involvement. It also has the biggest fall into stage IV.

(iii) Point B represents the *apparent* potential adventure limit.

(iv) Point C represents the true limit, which is seldom realised except in unplanned emergencies (e.g. the epics of Scott, Shackleton and Mawson).

Philosophy of Adventure Education

If Adventure Education is to become a fundamental rather than peripheral form of education then it is crucially important both to begin to understand and to communicate its potential educational values beyond that of enjoyable skills learning and learning for leisure. At the same time it is vital that a teacher can clearly state his or her view of the broad objectives of both education and society. The potential values of a specific form of education may then be clearly seen against broad educational and social frameworks.

Whilst it is essential that the teacher develops his own philosophy from his own experiences it is also essential for the development of adventure activities that there is general agreement about its broad educational values. This is particularly valid if it is the most dynamic educational tool currently available in our markedly selfish and materialistic society; and if it has to compete in the overcrowded school curriculum.

The following personal philosophy has emerged after 25 years of both personal adventure and teaching of adventure education, coupled to bringing up a family with frequent outdoor journeys, and a considerable amount of discussion both in U.K. and abroad.

Objectives in Adventure Education

Through adventure a young person may develop

1. *An awareness of, respect for and balanced development of SELF*
2. *An awareness of, respect and love for OTHERS.*
3. *An awarnesss of, and respect for the ENVIRONMENT.*

(Notes. All three objectives to be balanced in any programme.
These objectives are also highly valid as broad aims of a school.)

1. Self Development

Three basic aspects of the human being are evident:

The PHYSICAL actions and expressions by the body - including motor skills; general and specific fitness to perform actions.

Education should encourage physical growth in all aspects.

The MENTAL (the COGNITIVE area). The use of the brain to direct and control physical actions; to think; to rationalize feelings.

Education should encourage mental growth in all aspects, especially to create open mindedness, receptivity to new ideas, and the habit of problem solving.

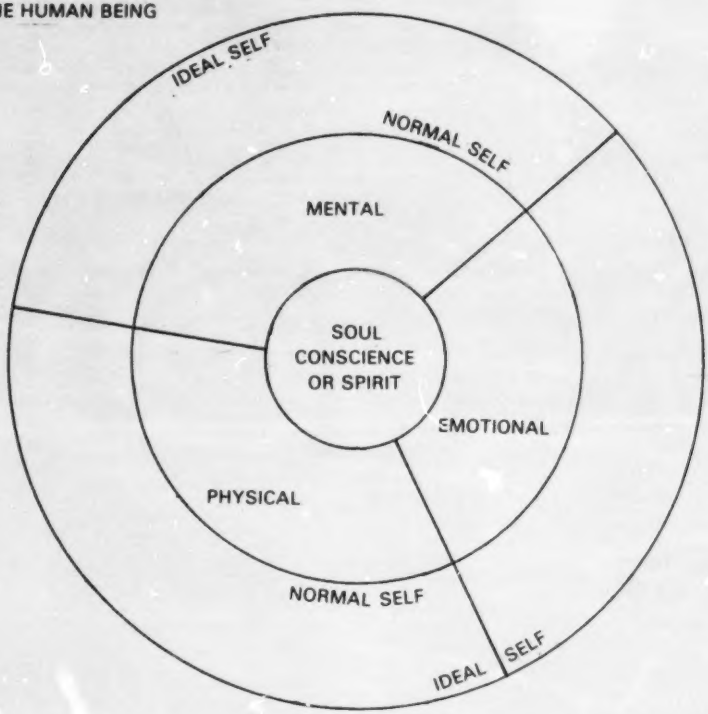
The EMOTIONAL (the AFFECTIVE area) concerned with 'feelings' and 'instincts' and the development of personality, character and traits. (see page 40 'definitions').

Underlying these aspects is the vital core known variously as CONSCIENCE, SOUL, or SPIRIT - that part of the individual that is concerned with fundamental thoughts on values, right and wrong etc. For maturation it is essential that these inmost feelings are also concerned fundamentally with a quest for TRUTH, BEAUTY and HAPPINESS. These three goals are probably inextricably linked and should not be seen as clearly separated.

The young human being should aspire to great things, to achievement of potential in all socially acceptable aspects of living - both as an individual and as a member of society. This may be described as NORMAL SELF aiming to become IDEAL SELF.

The human being can then be represented in diagrammatic form:-

THE HUMAN BEING



The relationship in size of the Physical, Emotional and Mental aspects is unknown. The three lines on the diagram are completely artificial and may well vary in size with each individual.

If the human being aspires to BALANCED MATURITY then apart from Mental and Physical growth, the following traits, and their development, are of crucial importance:-*

SELF CONFIDENCE
SELF DISCIPLINE
DETERMINATION
UNSELFISHNESS
VITALITY
INTEGRITY
HUMILITY

All seven traits are necessary as major facets of the personality if an individual is to be considered 'mature'.

* for composite list of Traits see Appendix B.
** See Appendix A.

Value of Adventure Education in Self Development

The adventure experience demands the use of all three fundamental aspects - physical, emotional and mental. In addition the right balance must be obtained in the sense of the brain controlling both the emotions of stress and bodily actions. At the same time there is the emotional reward of satisfaction, even elation, from overcoming the challenge.

This experience is a NATURAL EXAMINATION infinitely superior as an educative experience to an artificial examination which lays huge over-emphasis on some aspects of the mental aspect, ignores the physical aspect and generally arouses negative emotions.

This experience is relevant to most young people - at an age where they physiologically need a physical expression of their thoughts and feelings during adolescence. It is relevant and applicable regardless of their actual physical, mental or emotional limitations. There appears to be an INSTINCT FOR ADVENTURE in both boys and girls.

Research might well indicate that not only is the urge for adventure instinctive, but that unless society provides socially acceptable forms of adventure in physically expressed terms, then the young generation will seek it in anti-social forms. Modern developments in anti-social forms of adventure - delinquent crime; rave-ups; vandalism, for example - are already a serious problem in our society.

The adventure situation demands the best from the person concerned. This is extremely important as the human being, especially in our present society, generally has an option. He may adopt a very positive approach, of really trying hard at something and giving of his best, or alternatively presenting a negative approach to the problem and getting by with the minimum. It is a sad reflection on the human race that if given the choice the human being will tend to take the easy way out. In an adventure situation with the skilled teacher there is no easy option for the pupil.

William James posed the question, 'The problem of man is to find a moral substitute for war'. In other words the human being needs challenge but it must not be destructive of fellow human beings. Adventure provides a moral substitute. The war is an internal one between the positive and negative sides of the individual. Should he try to overcome his fear and tackle the problem, or not bother? The positive approach will lead to personal satisfaction. The negative approach will bring feelings of failure and inadequacy.

If it is accepted that one of the most important aims of education is to create in the pupil a desire to go on learning through discovery then Adventure Education has great validity. This desire for learning is created by the pupil obtaining enjoyment and satisfaction from an activity. Adventure, by definition, guarantees these feelings.

In a demanding adventure situation, and especially when in an exposed leading or self reliant situation, the following traits or qualities are necessary for success:-

SELF DISCIPLINE:	only the person in the situation can control his fears and actions.
SELF CONFIDENCE & SELF RESPECT:	the experience makes him much more aware of his capabilities.
DETERMINATION:	the necessity to work very hard at the problem.
VITALITY:	a very positive approach is essential for success.
CONCENTRATION:	the person does not need to be told that he has to concentrate!
SOUND JUDGEMENT	the ability to make a correct decision having assessed all the factors. Its use is important for those who either lack confidence in their own abilities or who are over-confident.

In many adventure situations there is also considerable scope for the use of:-

FORESIGHT INITIATIVE COMMON SENSE

All these human qualities are of the type valued in society. The exercising of them, or an awareness of them as feelings, must be of positive educational value.

Three fundamental objectives of living could perhaps be described as the quest for TRUTH - BEAUTY - and HAPPINESS.

Adventure is a truth situation and from it lead feelings of satisfaction, if not elation, that are at least along the road to happiness. The environment used for adventure is often one of considerable beauty - if it can be seen.

It should be noted, however, that Outdoor Pursuits can be miseducation. Traits are bipolar (e.g. unselfishness has the opposite of selfishness). Misuse of adventure experiences, therefore, could develop considerable immaturity, e.g. young people who were neurotic, selfish, deceitful and arrogant. Hence the vital need for the teacher to be aware both of the traits and powerful feelings involved in these activities. (The excessive controversy over the M.L.C. could be sited as an example!)

2. Awareness of, Respect and Love for Others

This objective must be balanced alongside self or personal development. Adventure activities provide a major educational framework in which young people have to work together as a cohesive team if they are to adventure successfully. The dangerous environments in which the activity or journey takes place can ensure with proper training that all group members are keen to work together in order to ensure their personal safety as well as overcome the challenge.

The following traits can be clearly encouraged through expeditions and associated group work:

UNSELFISHNESS - there is great scope for the more able to help the less able if there is an accepted group objective.

INTEGRITY - young people are remarkably quick to evaluate their peers' reactions to situations. The dishonest pupil for example will generally tend not to have the respect of his peers.

Respect for others will often come from seeing those less able trying their utmost at something they find very difficult. This respect can often be enhanced by finding some experience that is obviously very demanding for the very able person. This in turn can lead to HUMILITY.

In addition to the traits mentioned above, those under self development are clearly required.

3. Awareness and Respect for the Environment

As a general remark perhaps the younger or more immature a person is, the more difficult it is to create either awareness of, or respect for, the outdoor environment. Perhaps the most valuable approach is an 'adventure' approach: situations where a young person has to take emotional note of his surroundings.

The narrow adventure challenge demands acute concentration on the piece of rock, rapid, mountainside etc. in order to be both 'safe' and overcome the challenge. This may be of at least subconscious value.

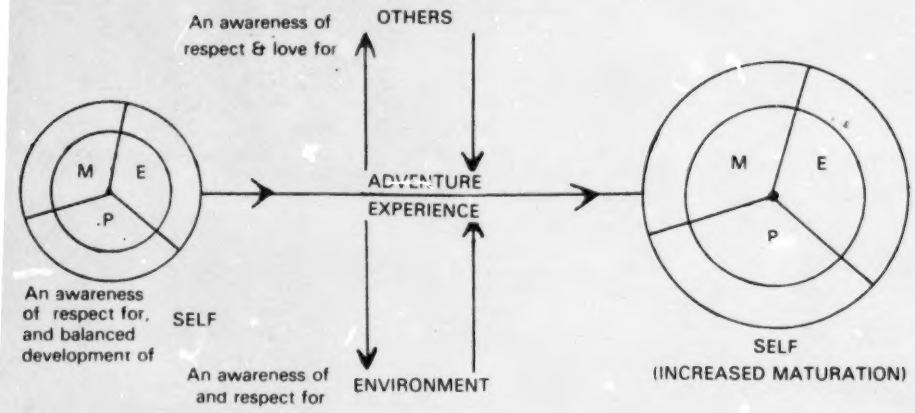
Dramatic situations often impress, e.g. floods, waterfalls, storms, night journeys, bivouacs, dawns and sunsets.

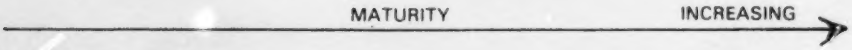
Outdoor effects tend to be most impressive for young people when they are away from other people and artificial aids, e.g. solo walks and camps; nothing man made in the view; small group expeditions without adults.

With considerable care it is possible to create a vivid feeling of respect for the outdoor environment by placing them in mild stage IV situations, e.g. placing complete beginners in a small section of forest where they feel lost. Minor misadventures are a potent learning experience.

SUMMARY OF PHILOSOPHICAL FRAMEWORK

Through Adventure a person may develop:-





The diagram represents the development cycle of the human being through adventure experiences. The central dot in the circle represents the conscience; soul or spirit. 'M' is the Mental aspect; 'P' is the Physical aspect; and 'E' the Emotional aspect.

Note: the essential balance between Self, Others and Environment experiences.

The right hand 'Self' circle represents both growth of normal and ideal self.

For any given individual, the adventure experiences are likely to be both very varied and innumerable, and should continue throughout life.

The line at the base: experiences if positive can be beneficial and lead to increased maturity; if experiences are negative they will tend to restrict or inhibit maturity growth.

The Practice of Adventure Education

Conventional Activities

These are Outdoor Pursuits that can involve the person in high risk situations. Experts in these activities will accept that at the highest levels the chances of death or serious injury are very real. They include:

Mountaineering · Rock and Ice Climbing Caving Skiing
Canoeing Sailing Surfing Sub-Aqua Hang gliding

All these activities require careful planning and preparation, a very thorough grounding in the basic skills, specialist and often expensive equipment, and often high staffing ratios.

They all have National Technical Bodies who usually provide proficiency awards and teaching qualifications. Teachers aspiring to take young people in these activities should have the relevant awards and qualifications or equivalent experience. If a particular qualification is thought to be unsuitable or in need of modification, or if there appears to be a gap in the scheme of awards, then the problem should be brought to the attention of that Body.

There is a further group of activities that are formally competitive, usually less dangerous, but often include a degree of adventure:-

Fell Running Orienteering Canoe Slalom and white water racing
Sailing competition Ski slalom and racing

Unconventional Activities

A great variety of unconventional adventurous journeys are possible in the outdoors.

GORGE EXPLORATION:	journeys up or down the sides of a gorge adjacent to water level using traversing, rope, boulder and tree crossings, swimming pitches, where appropriate.
RIVER RUNNING:	journeys down fast water rivers, but can include up stream and cross stream work.
SWIMMING:	journeys across stretches of inland water or sea, or adjacent to land, or in surf.
DINGHYING/ RAFTING:	journeys in rubber dinghies and rafts.
STREAM WALKING:	journeys criss-crossing and through streams using boulders and trees for progress. Footpaths and easy ground by the stream are deliberately avoided.
FOREST JOURNEYS:	deep forests can provide adventure including navigation; tree climbing and swinging; bivouacing; tree house building.
SNOW AND ICE WORK:	Igloo building; polybagging; sledging; winter campcraft.
NIGHT JOURNEYS:	trips over even apparently easy ground may provide adventure because of the night environment.
BEACH ADVENTURE:	journeys devised across boulder and pool strewn beaches and sand dunes - including climbing; jumping; traversing; balancing.
COASTEERING:	journeys along rocky coastlines where land meets tide levels; often includes lateral climbing, rope crossings, jumps, and swimming pitches.

Many of these journeys can be improved by adding an overnight bivouac with a minimum of equipment. For the young person especially these types of activities can be highly adventurous. They can often provide FUN, ENJOYMENT, EXCITEMENT and SPONTANAEITY that tends to be uncharacteristic of the more conventional pursuits. For the teacher they may often also have the advantages of a minimum of expensive specialist equipment and allow a good staffing ratio. They also offer considerable scope for team work, and provide adventure for mixed ability groups.

Artificial Activities

(i) Assault Courses - Jungle Gym:
man-made obstacles in a selected area, sometimes over water, demanding balancing, swinging, climbing, descending and jumping skills.

(ii) Bridges, Walls, Viaducts, Mines, Pipes:
a variety of man-made features, often disused, can be used to provide rope swings, rope and ladder descents and ascents, crawling and climbing, traversing and jumping.

Generally, natural journeys are to be preferred but the particular outdoor environment may have limitations in terms of challenge. This can sometimes be extended by the use of a man-made feature.

All unconventional activities, and especially those that appear simple, should be treated with the same care and foresight given to the more conventional activities because they

(i) can be equally dangerous.
(ii) often require a variety of technical skills to overcome a problem safely e.g. those relevant to water and rock.
(iii) do not have long traditions of usage. The more conventional adventure activities tend to have a considerable history and the technical bodies concerned have begun to extensively develop training and assessment.
(iv) often involve the whole group simultaneously in an adventure situation.

Physical Skills basic to the Activities

BALANCE
WALK - JOG - RUN
CRAWL (Squeeze)
JUMP
SWING (Hang)
SLIDE
CLIMB (traverse; descend)
THROW - CATCH

(i) Although these are land based skills most of them can be used on or in water.
(ii) The final basic skill tends to be made up of a range of subsidiary skills.
(iii) Each basic skill often has innumerable possibilities in a suitable environment. (It takes a considerable number of visits to even a very small area before all the possibilities are clearly seen.)
(iv) Careful development of these skills should take place in junior school.
(v) The best adventure journeys for groups of young people are likely to be those that involve a variety of these basic skills in a mixed rock and moving water environment along a natural route with a wide range of difficulties. The route should appear committing without obvious escape alternatives and away from a man-made environment and other people.

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The Pupil and Adventure Education

There has been a marked tendency in the U.K. for adventure activities to become predominently the preserve of the secondary age range especially from 14 years onwards. This is seen particularly in the intakes of the L.E.A. Outdoor Centres, and perhaps stems traditionally from Outward Bound who until recent years worked essentially in the 16/21 year age range. Concern for safety has also been a substantial factor. The 14/15 year old would seem to be much better able to cope with the demands of adventure and hazardous environments than the 9/10 year old. Paradoxically much of the present introductory work of the L.E.A. Centres would be much better suited to the latter age range.

There would seem to be a strong case for starting adventurous activities with the 9/10 year old, if not earlier. It is an ideal learning age for most of the outdoor skills. Skills tend to be picked up easily and motivation tends to be high. Very often the 14/15 year olds, in contrast, lack motivation, are more inhibited, and find basic skills learning more difficult.

If the self reliant journey is a key objective then it is obvious that pupils should both learn the skills and become familiar with moving in hazardous environments, as soon as possible (providing they enjoy the experience). It is vital to realise that many 10 to 12 year olds can be both very capable and responsible, as well as stand up to a good deal of challenge and physical fatigue. The following are a few examples of what can be achieved by this age range:-

Rock Climbing:	leading single pitch climbs up to HVS standard; following multi-pitch climbs up to HVS standard.
Canoeing:	white water slalom and races in winter. (An 11 and 12 year old performed in Division One in U.K. in 1978).
Back Packing:	journeys up to 200 miles with adults but carrying their own equipment.
Sailing:	self reliant dinghy racing.
Fell Running:	normal activity in some Lakeland schools.
Swimming	long distance swims up to crossing the Channel (accompanied).

Two comments need to be made. Although this age range are often so capable, great care needs to be taken to ensure the work is both progressive and takes full account of their early adolescence. In winter canoeing, for example, the clothing of pupils is a vital element, as is heating of the minibuses adjacent to the river. Secondly it is obvious from the above list that, with careful training at this age, excellent self reliant journeys are or could be made by the time these young people are in full adolescence. This is already in evidence from the following examples:-

Sailing:	solo round the world by a 16 year old.
Rock Climbing:	16 year olds leading their peers up X.S. multi-pitch climbs.
Mountaineering:	Himalayan expeditions - 16 to 18 year olds with adults. Matterhorn - 13 year old. Duke of Edinburgh Gold Expedition to Mont Blanc.
Back Packing:	Pennine Way by two 14 year olds.
Gliding:	qualified pilot at 16.

Examples given perhaps refer to very able young people (or perhaps those who have been fortunate to have the opportunity). This should not be taken to indicate that adventure activities should be the preserve of a few. Most 8 to 10 year olds would benefit greatly from such education, not merely from the pleasure of skills acquisition but in terms of development of the relevant positive human traits. At this age the latter benefits may be in subconscious form, but they are still having to use key traits in order to overcome the challenges.

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In recent years I have seen whole classes of 10/11 year olds experiencing a range of adventure in unpleasant winter conditions, and being keen to repeat it. What is particularly satisfying is to see the less able prepared to take on the challenges, and for some of them to markedly benefit from them in terms of subsequent approach to non-outdoor problems. It is perhaps indicative of future developments in Adventure Education that parents are now beginning to encourage their youngsters to join an Adventure Community project* because they want them to develop their self confidence.

* in Ambleside 1978

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The Role of the L.E.A. in Adventure Education

In most aspects of education it is taken as normal, at least ideally, that the L.E.A. provides maximum opportunity for all school pupils to develop their potential and insists by law that certain subjects have to be progressively studied. Adventure activities are often a singular and unfortunate exception in this respect. Far too often these activities are presented both at very low levels (stage I), are optional and extra curricular, or are offered as a single elementary package in the form of a school camp or centre visit. This peripheral treatment of Outdoor Pursuits is a sickening paradox when it is potentially such a valuable educational tool is instinctively popular with all age groups (if presented properly) and when the U.K. is traditionally recognised as the world leader in Outdoor Education!

It is important initially to look ast some of the underlying reasons for this marked lack of organised and progressive planning:-

(i) Educational administrators tend to be frightened about the possibilities of serious accidents to young people. Adventure accidents to young people especially, tend to bring massive publicity. There is no doubt that a vital quality of any administrator should be COURAGE. Accidents can and will happen. Where all safety precautions have been taken these perhaps should be tolerated because of the potentially very high value of this type of education. Examples of this rampant fear can be seen by the innumerable files on safety regulations and procedures; by the dearth of material on 'adventure', and often by a marked lack of any form of real encouragement to teachers to both develop their skills and work with young people.

(ii) There is a lack of acceptance or even understanding of the fundamental values of Adventure Education in contributing to the maturation of young people. This is perhaps not surprising when most educational administrators did not have these adventure opportunities as part of their own education. What is needed in the first instance is an open mind by those in control; and secondly, an understanding that all young people need outlets for the adventure instinct (and that if these are not provided they will be found in anti-social forms, e.g. hooliganism, vandalism etc.). Outdoor Centres could play a valuable part in running Courses, even as short as a day, for Directors of Education, their deputies, advisers and head teachers in which the theme is 'ACTION' for every Course member*, followed up by looking at adventure stages, human qualities required for success, etc. Too often, however, such people will find reasons not to participate because they are, at least subconsciously, frightened or inhibited.

(iii) There are often formidable practical and economic reasons preventing progressive development of Adventure Education. High staffing ratics, inadequately experienced teachers (and advisers), equipment and travel costs, timetable problems and so on. There is no doubt however that in many L.E.A.s, a great deal more could be done with little more cost by a marked change of attitude by head teachers and education officials. It has long been generally accepted that Britain has the finest traditions in the field of adventure, exploration and endeavour. It is now urgently necessary that young people should learn about these traditions by first hand experience, and open recognition be given of the positive human qualities involved.

*compare the use by industry of adventure courses for executives and managers e.g. The Leadership Trust and Brathay Hall.

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The School and Adventure Education

Adventure Education should be CORE CURRICULUM - basic to the education of every young person - for the following reasons:-

(i) Without developing and encouraging the instinct for adventure society will decay. The attitude and approach to adventure learnt in the outdoors can be applied to all facets of life.

(ii) Anti-social outlets for adventure will increase to New York proportions and ultimately contribute markedly to the destruction of our society.

(iii) This type of education can develop major human qualities in a way that can be meaningful to young people and without the problems of competition, man-made games and examinations.

(iv) Marked contribution can be made to the maturation of young people especially if the activities are fundamentally and coherently used to develop awareness and respect for self, others and the environment.

(v) Present core curriculum is totally unbalanced in favour of certain aspects of intelligence, almost to the point where the emotions and the body are ignored.

(vi) The adventure experience is an almost unique, natural, and balanced educational experience - involving the basic human aspects of the physical, emotional and mental.

The outline below is deliberately idealistic. In more practical terms there are interesting potential links with P.E., Drama, Art and Music.

The Curriculum Plan:

OBJECTIVES	Development of awareness of and respect for SELF, OTHERS and the ENVIRONMENT through Adventure Education.
THEME:	SELF RELIANT EXPEDITIONS
JUNIOR SCHOOL:	9 - 11 year olds. Basic physical outdoor skills using natural environments; unconventional adventure activities; basic navigation, camping and survival skills expeditions with close adult supervision.
SECONDARY SCHOOL:	11 - 12 year olds Introduction to wide variety of major outdoor activities. Selection by each pupil of one major outdoor activity. 12 - 15 year olds Progressive learning in that one major outdoor activity covering i) *All* relevant skills training ii) Expedition work with gradual decrease of teacher control 15 year olds Final expedition screened by teacher in appropriate outdoor environment (e.g. at O.P. Centre by Centre staff) 15 - 16 year olds Final expedition in that activity *without* teacher supervision and at a level that meets the abilities of that pupil. A solo self reliant experience during the final year of secondary school. A project concerned with the environment againt to be presented in the final year of secondary school.

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NOTES

(i) The *final* expeditions without staff would be in small compatible groups, be multi-day, and in the activity selected by the pupil (subject to agreement by staff).

(ii) Expedition journeys would be possible in most types of adventure activity. The nature of the final journey would depend on the capabilities of the group and practical considerations. In canoeing for example for one group the final expedition could be a 100 mile journey on canals; for another group it could be a continental grade IV river. It is important to realise that young people can be both extremely capable and act with great responsibility in adventure activities - if given the opportunity.

(iii) All teachers, wardens, advisers and instructors involved would need to be both very experienced and active in expedition work.

(iv) National schemes should be used where possible-
e.g. Duke of Edinburgh Award expedition work
B.S.C.A. Explorer awards in canoeing

(v) Expeditions could be evaluated through C.S.E. Outdoor Pursuits Mode III. Any evaluation however should not necessarily fail a group if they did not achieve their expedition objective.

(vi) Maximum use should be made of the particular local environment opportunities, e.g. an L.E.A. with good water access should concentrate on water activities.

(vii) L.E.A.s could work together on expedition work using their particular natural and staffing resources to test young people from the other L.E.A.

(viii) A strong case could probably be made for peripatetic and highly experienced outdoor staff, e.g. as used by Lothian.

The Role of the Outdoor Pursuits Adviser

There is probably no more crucial post in an L.E.A. with reference to Outdoor Pursuits. It is his responsibility to co-ordinate an efficient, safe and progressive programme throughout the L.E.A. This means in practice that

(i) He is fully aware and approves of the whole range of Outdoor Pursuits taking place in the L.E.A.

(ii) He has a continuous in-service training programme for teachers in all the relevant Outdoor Pursuits.

(iii) He is able to persuade the L.E.A. officials, and headteachers that money should be spent to make this type of education as efficient as possible, with suitable time provision.

(iv) He has frequent meetings with the Chief Education Officer and other Advisers in order to implement an effective education policy.

It is obvious that the calibre of the Adviser is of major importance. He must have the respect of the educational administrators and headteachers, as well as centre wardens, instructors and teachers. Far too often L.E.A.s appoint people who develop good relations with the staff of the education office but markedly lack both the respect of those teachers who attempt to develop Outdoor Pursuits in difficult circumstances, and instructors working full time. This lack of respect very often is directly the result of the Adviser neither having a substantial personal background of adventure experience nor making much, if any, effort to go out and 'adventure' with teachers and instructors. Their image is more one of a committee man, who visits relevant staff briefly and very intermittently, and who is often very difficult to contact when help is needed. It should be written in to the conditions of work of any Adviser that they must offer maximum and genuine encouragement to all people involved in their particular aspect of education.

To be fair to Advisers they usually have far too large a job to be able to cope efficiently. Perhaps the answer is for the appointment of an Advisory team of Outdoor Pursuits specialists such as the Leicestershire example. Whatever Outdoor Pursuits are developed within an Authority there should be acknowledged and recognised experts who are given the time both to vet expeditions and the competence of teachers. In addition such a team should meet frequently. Failure to do this can well result in the large development of one activity when both the environment and the pupils need a multi-activity development.

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The Role of the L.E.A. Outdoor Pursuits Centre

With few major exceptions, these Centres at present tend to be uninspiring, unexciting and unprogressive in adventure concepts. Pupils attending courses may well enjoy the holiday from school and stage I recreative experience, but little more.

Such severe criticism needs justification. The following points appear relevant:

1. Many visitors from abroad - here to study Outdoor Education in the U.K. - have made similar comments.
2. One Centre to serve an entire L.E.A. tends to mean a large number of very short courses with great pressures on staff working at basic and routine levels, often with less time off than school teachers - almost a factory system.
3. The Centre tends to work in vacuum, especially when far removed from the L.E.A. There is often no build up prior to attending a centre course and little real attempt to provide follow up opportunities. In most cases the work of the Centre in reality is largely divorced from any overall L.E.A. educational policy.
4. Information on the staffing of L.E.A. Centres tends to reveal the following:-
   (i) Most Wardens and Principals have been in their posts for at least 10 years with the almost inevitable decline of enthusiasm. (There is no career structure in this type of education at this level.)
   (ii) Few Wardens allow both open discussion with staff on course content and are genuinely prepared to experiment.
   (iii) Few Wardens and Instructors have a great depth of personal adventure experience although most will have various paper qualifications of at least the basic type.
   (iv) Few Wardens and Instructors still regularly seek their own personal adventure challenges. This is an extremely important and revealing point and one which understandably has been a major source of friction with those adults who regularly pursue adventure as a leisure activity. Any University lecturer worthy of the post will spend time doing his own research thereby displaying a commitment to his own subject. In the same way an Alpine guide will tend to seek his own new routes. Centre jobs are often full time and professional in adventure activities, and yet the number of staff who go, or ask to go, on foreign expeditions is pitifully minimal. It is hardly surprising that many genuine instructors have been so appalled at the lack of adventure in Centres that they have disappeared from the U.K. scene with comments such as 'the Centre has become merely an extension of normal school'.
5. A study of outdoor adventure opportunities adjacent to an Outdoor Centre as compared to the centre programme would often show a very limited use of the outdoor potential. (Often because staff put their own interests before those of the pupils - a self-centred rather than pupil-centred approach.)
6. The level of activities would probably reveal little of stage II and III work which would not be tolerated if it were English or Mathematics!
7. The amount of time learning by doing in the outdoors might often show misuse of time: leaving the Centre mid-morning, returning early; pupils standing around.
8. The actual programmes often show a marked lack of originality, e.g no night journeys, bivouacs, or general adventure activities; programmes are often geared to staff and particularly warden convenience as the first priority.

Note: These criticisms obviously do not apply to those Wardens and Instructors who are doing a difficult and demanding job and who are genuinely trying to provide adventurous experiences at the levels of abilities of the pupil. Unfortunately they are few in number.

Recommended Changes in Centres

1. The main role of the Centre should be in-service training of teachers in adventure activities. There are a considerable number of teachers who have minimal experience but who are keen and enthusiastic to develop Adventure Education. The emphasis in the training should be
   (i) Efficient acquisition and teaching of all relevant basic skills.
   (ii) Understanding of the potential values of adventure.
   (iii) Learning to lead at high levels.
2. The subsidiary role of the Centre should be the screening or vetting of expeditions by young people prior to their self reliant expeditions in their final year at secondary school. Such work would give Centre staff a highly responsible part in the development of Adventure Education within an L.E.A. rather than mainly working at elementary levels. Staff who could not cope should be transferred into schools.
3. The Centre should be clearly seen as an integral part of an overall L.E.A. development plan in Adventure Education, and to be working within a general curriculum plan in Adventure Education.
4. Centre staff, including Wardens, should be expected to adventure at personally demanding levels, and given time for this reason. All new staff appointments should include prerequisite of intensive adventure experience. (There have been some disturbing appointments, of Wardens especially, in recent years, of people with minimal experience in either personal adventure or Outdoor Pursuits.)
5. All Centre staff should be expected to frequently attend in-service courses either at the National Centres or at relevant Colleges of Education.
6. The Association of Wardens of Mountain Centres should open its doors to the professional staff of Centres. Regional and national meetings should take place frequently and maximum scope given for open and frank discussion on all aspects of Adventure Education.
7. Where Centres continue to do introductory work with pupils it would seem both sensible and desirable to have a suitable length and type of standard course that can
   (i) Introduce all the pupils to the maximum number of adventure activities available in that area.
   (ii) Follow up in depth those activities in the latter part of the course (or a subsequent course).

   This method allows the maximum number of pupils to find an activity they really enjoy, and then, where possible, pursue it to further adventure and expedition levels.

The Role of the Teacher

The job of the teacher is threefold:-

1. To introduce a range of adventure activities to young people - ideally from as early as 8 or 9 year old girls and boys. (This introductory work requires great skill as only adventure - relative to each pupil - will give them the experience of the main point of Outdoor Pursuits.
2. To teach efficiently ALL the skills relevant to the intended journey, to the level where the abilities of the pupils are genuinely met.
3. To accept full responsibility for the group of pupils to eventually undertake self reliant expeditions.

All the work of the teacher should take into account both the general philosophy and traditions of Adventure as well as carefully balancing the specific objectives of development of an awareness and respect

for SELF
- for OTHERS
- for the ENVIRONMENT

To do this job efficiently is both very demanding and very rewarding. Such a job demands full acceptance and recognition by all concerned; not only the teacher and pupils involved, but also the parents and administrators.

If the teacher is to begin to succeed in this, then he should take heed of the following principles:

1. Each pupil has his own unique limitations. These may be of a physical type, in the sense of the pupil controlling his fear efficiently, but being unable to perform the required physical movements because of lack of skill or relevant strength, endurance or fitness. There may also be an emotional limitation, in the sense that the pupil is physically capable of overcoming the problem but cannot control his fear.
2. Aim to take pupils into the adventure stage using initially an apparent danger environment and gradually and *progressively* moving into an increasingly real danger environment as their skills and experience develop. (There is no justification for a sudden transition from an apparent into a real danger environment.)
3. The stage of misadventure should generally be avoided.
4. The attitude of the teacher is of crucial importance. He must inwardly be pessimistic - always trying to visualize what can go wrong in any given situation and how he will cope with it. This means great understanding of pupils' abilities and limitations and of the vagaries of a natural classroom. There is no finer teacher than the outdoors. It demands constant respect even by the expert. Arrogance, conceit, indeed any weakness on the part of the teacher may quickly lead not only to mis-education, but to accidents to the party involved.
5. Outwardly the teacher must emit confidence based on personal experience and leadership ability. If he cannot do this in a given situation then he should not be in that situation. If the situation involves real danger then he needs to have had considerable experience leading adults in real danger situations at a substantially higher level than any likely to involve young people in his care. In addition he needs:
   (i) Skills and fitness well beyond that required by his pupils.
   (ii) Knowledge of terrain and weather that is relevant to assessing real danger situations.
   (iii) To be thoroughly familiar with the relevant Rescue, First Aid and Survival techniques in practice, and ensure that the group is properly equipped.

(iv) Sound knowledge of the group, including:
the temperament, fitness, and sound health of each member;
the physiological restrictions of the adolescent;
the skills and previous experience of each member.

6. The energy and abilities of young people are often considerable. Both need to be challenged if such pupils are to find satisfaction.
7. Most young people are extremely capable of overcoming fear in an adventure situation providing they have confidence in the teacher. Beware, however, of the two extreme types of pupil in this respect. A few children are very timid, often as the result of some traumatic experience in earlier life and they need to be handled very carefully at their own level. At the other extreme there are pupils who seem devoid of fear. By trying to find adventure for them the immature teacher can easily be led into an unjustifiably real danger situation in order to prove his point. It may take more maturity to decide to return, rather than decide to go on. Fear of the unknown by a group of pupils needs special mention. This fear is usually groundless and the good teacher will not be fooled into giving up the opportunity for adventure if he is sure that he can allay such fears. In an Outdoor Centre especially, one group of pupils can really frighten another group out of all proportion to the reality of the experience. The teacher needs to bring back the correct perspective. The pupils concerned will thank him, at least subconsciously, because he has shown them that they can find adventure and overcome their fear in the process.
8. There are times when Nature is so inclement that a particular journey is unacceptable. If a group reaction is likely to be dissatisfaction or unhappiness at the end of the day then change the activity. The teacher's planning must be flexible.
9. Being in charge of a party on an adventurous journey means accepting the well-being and safety of each pupil. In general this will mean not only constant vigilance but frequent appraisal of his position relative to each member, in order to watch and safeguard them. This is often a considerable strain. If you think you cannot cope, change the journey. If you think you can cope, remember that fatalities have occurred in the odd moment when the teacher has relaxed his vigilance.
10. Debriefing sessions after a journey of adventure are of value, both between the teacher and the relevant group and between the teacher and other teachers involved in the work - as at an Outdoor Centre. Planning and execution of an adventurous journey seldom coincide exactly because of the dynamic situation. In particular mishaps and near-mishaps should be analysed in detail. They can then be generally avoided on future journeys.
11. Ability to use the outdoors for adventure requires understanding and appreciation of both the moods and potential of any given piece of terrain. Concentration of journeys along well marked and well used routes not only tends to destroy an environment, but can also reduce the degree of adventure. The potential of the natural environment for adventure in safety is very considerable, if the teacher can see it and knows how to use it. Part of the answer is for the teacher to accept that he is concerned with adventure in the minds of his pupils rather than in himself. If he is an adult concerned only with adult adventure he will miss a great deal of direct relevance to his pupils.
12. The teacher should use every opportunity to discover the feelings of pupils about adventure situations. Some reactions are obvious, but much insight can be gained from informal discussion with them as individuals; through their own conversations and personal writings; their school teachers and their parents. The more the teacher understands a pupil, the more capable he will be of doing his job proficiently.

13. Pupils learn by doing. In group situations, as far as possible, the teacher should ensure the maximum of action and the minimum of inactivity in as natural an environment as possible.
14. The teacher must have the respect of his pupils. He should also be accepted as their friend - as far as an adult can be.
15. The more demanding adventure experiences require concentration, application and determination. The same may be said for much of the formal education of the adolescent. It is probably wrong that education should always tend to be a serious proposition. The adolescent needs also to have fun, to be spontaneous. Laughter, spontaneity and exhilaration can often be the result of an Outdoor Pursuits situation especially within the contexts of water, mud, sand and snow. In addition to the enjoyment, group spirit and awareness can be developed considerably if the teacher is prepared not only to find such situations but to join in completely.
16. In general the more contrived the activity and the more specialized the equipment, the less time each group member will be involved. Most of the best journeys of adventure are done with the minimum of contrivance.
17. Although the requirements of Adventure Education need a great deal of involvement by the teacher he should still use every opportunity to make pupils aware of the environment and aesthetic aspects of Outdoor Education. During the approach to and departure from adventure situations, there is often considerable scope. If time can be found within the adventure situation itself, then this also should be used, especially as such situations are often both environmentally and aesthetically of great attraction.

The ultimate test of the teacher is to train a group and allow them, without adults, to go on a self-contained expedition that involves them in a degree of real danger. If that expedition is successful through his good training, rather than luck, then he is working in a professional manner.

Teacher Training in Adventure Education

The peripheral position of Outdoor Pursuits in state education is clearly and sadly reflected in teacher training. Those administrators who are responsible for the amount of time that may be given to training in any particular aspect of education, long ago decided that academic subjects should have the major time allotment. Adventure education encompasses a wide range of activities (cf. P-E) has a very high educational value in a time of mass vandalism and delinquency; is relevant to most young people; and uses a complex and dynamic environment that presents a considerable amount of danger to the unwary and inexperienced. If it is also accepted that Adventure Education, like any other form of education, should attempt to meet the needs and abilities of each young person, with proper regard for safety, then it should be abundantly clear that the training must be thoroughly professional.

Recommendations for Initial Training:

1. Staff should be both highly qualified and experienced in a wide range of adventure activities. They should also be both personally active at a high level, and regularly teach young people.
2. The college should be situated within immediate access of a rugged outdoor environment offering a wide variety of adventurous experiences.
3. Courses should aim to contain a balance of men and women, as the activities are relevant to both sexes.
4. Applicants for these courses should not be accepted unless they have considerable personal outdoor experience. This could include:-
   (i) ascent of at least 30 major hills in at least two major mountain areas in U.K. without adult supervision
   (ii) winter camping and summer bivouacs
   (iii) rock climbing to leading at least at Severe standard
   (iv) canoeing to BCU proficiency standard, with experience of grade II white water and ability to roll - or equivalent sailing experience.
   (v) backpacking to include a 100 mile journey

   Such pre-course entry requirements would not deter many young people from fulfilling such conditions.
5. The College Course should include:-
   (i) A minimum of three days per week on Adventure Education for the four years. (This could be made up by less time per week offset by evening and weekend work, along with block periods extending into vacations.)
   (ii) General skills development to basic instructional standards in basic physical skills; fitness training; lifesaving; survival swimming; pioneering and improvisation; weather forecasting; navigation, land and coastal; first aid; camping and bivouacing; equipment design, construction and maintenance.
   (iii) Skills development to basic instructional standards in a wide variety of unconventional adventure activities, e.g. gorge walking; coasteering. This will include the ability to find adventure in a variety of environments, including urban.
   (iv) Conventional skills training to a level where the student can meet the abilities of young people, (including high ability pupils) in at least one, and preferably two, major activities. The student should obtain the relevant national outdoor teaching qualifications and in his final year should carry out a major self reliant expedition.

(v) A common core throughout the course that looks in particular at developing the objectives of teaching awareness and respect for self, others and the environment through Outdoor Education. This will include sessions on psychology, sociology and philosophy.

(vi) Teaching practice in each year of the course starting with basic skills teaching with the 9/10 year olds and progressing to a final practice where a group of young people are trained to go on an 'apparently' self reliant expedition.

(vii) Curriculum development in Outdoor Education - coursework leading to an examinable piece of work.

Recommendations for In-Service Training

It should be national policy that all teachers and instructors, Wardens and Advisers regularly attend in-service courses for the following reasons:-

(i) To offset the marked tendency for staff to work in a vacuum often with the attitude that they have nothing to learn. This is particularly true of many people in posts of senior responsibility.

(ii) The constant need for reappraisal of what one is doing through experiences and discussions outside of the normal working environment.

(iii) The constant changes in equipment and knowledge of the physiology and psychology of young people.

In-service should be of great variety, ranging from evening and weekend work to one year courses, and from Centre and L.E.A. courses to those at National Centres and Colleges of Education.

Adventure Education in Education

Far too often Outdoor Pursuits are seen by Headteachers and staff uninvolved in the subject, as peripheral to the important academic work of the pupil, and to have as a main value the release of excess physical energy. Far too often those teaching Outdoor Pursuits are content to give technical skills instruction in a vacuum, and are either unable or unwilling to try and communicate the more fundamental values implicit in their work.

Despite the often considerable problems in developing a substantial Adventure Education programme within a school, there is no doubt that if staff are available then every effort should be made. Whilst the adventure approach is basic to any form of education, for most pupils Outdoor Pursuits in a rugged and challenging environment is likely to be the best medium to teach them both awareness of and respect for self and others. Perhaps a major reason for the success of adventure activities in this respect is simply because a young person is both as much part of nature as the sunset and mountains, and because a characteristic of adolescence is the need for physical expression.

It is obvious that no matter how valuable it might be for all young people to have Adventure Education, it is practically and generally an impossibility at present. (The obvious exceptions would be schools situated in adventurous outdoor environments.) Therefore it is important to see if there are other aspects of education that can make a major contribution to the objectives of Adventure Education; that can markedly increase the motivation of the pupil; and that can make large demands on their physical, emotional and intellectual abilities. The most obvious link is with sport:-

Adventure Education and Sport

In theory the links are very strong. Indeed sport can be seen as a man-made substitute for adventure activities. Sport can be physically, emotionally and mentally demanding and for success can require at least some of those traits that are demanded by the adventure experience, i.e.

Self Discipline
Self Confidence
Determination
Vitality

Unfortunately the link in practice is often undesirable because modern sport tends also to emphasize subversive traits. Instead of encouraging 'integrity', 'dishonesty' is often the keynote if the policy is 'win at all costs'. Instead of encouraging 'unselfishness', 'selfishness' is often seen as the way to 'success'. Instead of encouraging 'humility', 'arrogance' is often seen as necessary for top performance. The huge emphasis on 'winning' at international levels in most sports has led to almost daily examples of top sportsmen displaying both dishonesty and bad sportsmanship. With the attendant massive media publicity to these events the sports teacher has an extremely difficult job to teach young people about the fundamental values of sport. The situation is made even more difficult by the fact that his own 'success' may well be determined by how many of his first teams 'won', and the fact that competition always includes losers.

On a more optimistic note, many top sportsmen would accept the fundamental values of 'integrity', 'humility' and 'unselfishness', and would also accept that giving of their best at the most crucial time was more important than winning.

If the sports teacher can also accept the value of these qualities and balance his programme to develop awareness of and respect for self and others, then Adventure Education and Sport can work together.

Adventure Education and Outdoor Education

Before discussing the links between these two areas, it is important to attempt to clarify terminology. Outdoor Education, for example, is subject to wide interpretation at present and the whole picture may be justifiably described as confused.

1. 'Outdoor Pursuits' and 'Outdoor Activities' are synonymous terms referring especially to those activities that are potentially dangerous but also including cycling, orienteering, water skiing, fishing, hunting, and even sometimes outdoor games such as rugby and soccer.
2. 'Adventure Education' refers to those activities that are potentially dangerous in the rugged outdoors that do not rely upon machines and engines. The phrase was coined by the author for the following reasons:-
   (i) Outdoor Pursuits and Outdoor Activities included both non-dangerous activities and those dependent on machines.
   (ii) Adventure experiences were seen as 'education' in the fullest sense of the word
   (iii) The word 'adventure' was felt to describe exactly the feelings involved in the challenging outdoor experience. It was also felt to be one of the finest words in the language, instinctively understood, and the appropriate term in a country that probably has the finest 'adventure' traditions in the world.

3. 'Outdoor Education' : the term came to prominence with the formation of the N.A.O.E. in 1970. (As the instigator of the inaugural meeting of that body I was saddened to see what was a group of experienced Outdoor Pursuits people justifying the title 'Outdoor Education', rather than 'Outdoor Pursuits' or Adventure Education, because they felt if they did not, then those people working in Field or Environmental Studies would use the term.) N.A.O.E. define Outdoor Education as "a means of approaching educational objectives through guided direct experience in the environment, using its resources as learning materials".
   In other words, Outdooor Education covers aspects of many disciplines, e.g. Geography, History, Art, Biology, Environmental Studies, P.E. and Outdoor Pursuits.

A more recent definition of Outdoor Education comes from the DES Dartington Hall Outdoor Education Conference (1975) - (report obtainable from the DES). In many ways this document although strongly supporting the concepts of adventure and self reliance adds confusion to the problem of terminology by stating that:-

1. Outdoor Education is a basic part of 'Education Out-of-doors' but that for purposes of that conference and subsequent reports.
2. Outdoor Education refers to those activities concerned with 'living, moving and learning in the outdoors'. This is said to include survival, physical activities, observation of the environment and residential experiences.
   The report then goes on to say that
3. The 'outdoors' will generally be concerned (for the report) with situations demanding self reliance.

Further reading indicates that this report uses the term Outdoor Education essentially to describe Outdoor Pursuits or Adventure Education.

Perhaps the widest agreed definition of Outdoor Education is that used by N.A.O.E., and which implies that Outdoor Education and Education Out-of-doors are synonymous. In other words the term is extremely broad. If this is accepted then it follows that there are two major components of Outdoor Education:-

1. Outdoor Pursuits or Adventure Education
   and
2. Environmental or Field Studies.

Historically Outdoor Pursuits began as part of teacher training in P.E.. For a variety of reasons, and especially perhaps because the latter often had poor educational status and because the amount of Outdoor Pursuits work in teacher training tended to be very minimal, Outdoor Pursuits largely disassociated from P.E. It was felt that it had a better chance of progress if it became linked with other disciplines who used the natural outdoors and in particular environmental and field studies.

However justified the reasons may be in theory for this Outdoor Education link, in practice it is very tenuous. The reasons are not difficult to discern:-

(i) In general people who are principally involved in either Environmental Studies/Field studies or adventure activities tend to have different educational backgrounds, to be specialists, and may even have different temperaments.

(ii) Environmental Studies/Field Studies are concerned essentially with study of the environment. Outdoor Pursuits are concerned essentially with development of pupil attitudes and approaches to adventure found in the environment.

(iii) The differences are also clearly seen by the development of separate national associations, of mainly separate national centres, and of most L.E.A. outdoor centres being either mainly Field Studies or Outdoor Pursuits with the other aspect as a minor (if important) element. People involved in Outdoor Education tend to agree that at present it is generally unsatisfactory to try and substantially mix the two together.

It would seem both sensible and correct to use Outdoor Education as the broad umbrella term to cover all education out-of-doors; and to see Field Studies and Outdoor Pursuits/Adventure Education as the two major components. Whilst it may be natural for each major component to work mainly apart from the other, it is most important that where it is practically possible, there should be strong links. Field Study work often needs basic outdoor survival skills. Teachers of adventure activities would be poor if they did not encourage pupils to take an interest both generally and specifically in the great outdoors.

Adventure Education - Links with other subjects.

Adventure activities demand a physical and emotional as well as a mental involvement. If the teacher is doing his job efficiently, he is making the pupil increase his awareness of and respect for others as well as himself. Other subjects can make important contributions to these same ends, and indeed involve the pupil in the fearful attraction of the Stage III frontier experience.

DRAMA: the scope for personal development on mental and emotional planes is obvious. Whilst the physical demands may not be as obvious as in Adventure Education, they can certainly be arduous.

The scope for the group objective is clearly seen in the training for the 'production' with team effort of crucial importance. The first night is often a real adventure experience. Providing the players are really challenged in their choice of presentation, then a direct comparison can be made with the 'self reliant expedition'.

The factors common to both Adventure Education and Drama are considerable. Mature teachers on both sides would probably agree that they have the same fundamental objectives - the maturation of young people. There is, however, at least one substantial difference. One uses a natural environment and tackles a natural challenge. The other generally uses an artificial environment and creates a different personality in order to overcome the challenge. Paradoxically these radical differences may not prevent the achievement of the same objectives.

MUSIC: Again there would seem to be potentially strong links with Adventure Education. Not only are there obvious mental, emotional and physical demands for good personal performances in music. There would also seem to considerable scope for the group involvement in orchestra and band work - to the point again where it may be compared with the self reliant expedition.

SPORT: Comments have already been made on the difficulties in practice of this link, but given a mature teacher then there is obviously scope for important liaison. In particular perhaps the best sports may be those that allow maximum scope for personal and individual development alongside demanding team work. Most team games can cater for both aspects. In the more individual sports it would perhaps be necessary to insist on group as well as individual competition (where this is possible).

THE ARTS: There are strong links with subjects concerned with self expression, group work, and awareness of the environment.

Adventure Education and Adult Adventure

It is singularly unfortunate that the last decade in U.K. has seen an increasing and divisive split between adventure for young people and adventure for adults. Largely as a result of slanted media publicity, where adventure accidents to young people tend to receive massive and critical headlines, the public image of Outdoor Pursuits is that they must be very dangerous and consequently the word 'safety' is of paramount importance.

Media treatment of adult adventure is rather different. Although accidents still often receive major publicity - at least for big or unusual expeditions - there is a much greater acceptance of the word 'Adventure'. Indeed media coverage of adult adventure tends to be extensive because it is both acceptable and very popular.

The stage has almost been reached where the public generally accept and approve of adult adventure but have large doubts about adventure and young people. As young people increasingly display their real self reliant adventure potential, both the media and educational administrators will come to realise that the word adventure is appropriate to all ages. No matter at what level of experience or the age of the people concerned, all adventurous journeys into the outdoors demand a framework of safety. What changes, or should change, is that as a person gains in experience and ability then the journey *gradually* and *progressively* takes place in increasingly more dangerous environments. Between the apparent danger environment involving the complete beginner and the very high danger environment of the expert there are innumerable degrees of danger. At all levels, however, only a fool would try to journey without some type of safety framework.

Apart from the influence of the media, many adult adventurers view Outdoor Pursuits or Adventure Education with both distrust and even hostility. In practice their criticisms are often justifiable. Far too often work in Outdoor Pursuits is seen to be massive safety cover and minimal adventure. The standard scene is two teachers shepherding a group of ten pupils on a journey which is often not very challenging to the latter and often not even a particularly enjoyable experience. This form of education will never be really acceptable to adult adventurers until it is clearly seen that self reliance by young people in adventure situations is the objective. This implies that Wardens and Advisers, Teachers and Instructors must have an intensive adventure background and be active.

Many adult adventurers also tend to be highly critical and suspicious of the use of the adventure experience for personality extension or development. This criticism does not stand up to examination, providing of course that the teacher is doing his job efficiently. Few adult adventurers would deny that for success in their activity (or their job!) they need the qualities of self discipline, self confidence, determination and vitality. Unselfishness may not be normally recognised as essential but serious situations tend to emphasize forcibly the need for teamwork and helping others in trouble. Few mountaineers for example would not respect the efforts made by Don Whillans to help others on an Eiger or Himalayan incident. In a similar way perhaps the importance of integrity is not always recognised. On the other hand, respect from fellow adventurers is most unlikely unless ones own performances are ethical and the personal accounts accurate.

'Humility' perhaps is the most difficult trait of all for many adventurers to accept as being of prime importance. Libraries are full of adventure journeys that recount conquest of the 'ultimate' challenge to man, whether it be on mountains, deserts, rivers, caves or sea. Similarly each year sees media reports on the latest attempt on the ultimate challenges in the outdoors. The reality of the situation is, of course, that no matter how expert the adventurer is in his particular journey style there will always be challenges of which he is either incapable or if he succeeds then it will be more by luck than judgement. Nature will always be greater than man and only the immature and the fool would disagree. If arrogance is still thought to be more worthwhile than humility then I would recommend considering an enormously difficult challenge with the minimum of equipment and solo. Perhaps before planning such a journey it would be sensible to read of some of the journeys of the past - of Shackleton and Mawson in Antartica for example. It is highly likely that a

concensus of opinion of all the top explorers and adventurers of the last fifty years in the world would rate 'humility' as an important trait and would regard 'arrogance' as a quality to be derided.

Less contentious than 'humility', a final word on 'courage'. The latter may be defined as the ultimate form of determination. When any human being of any age is faced with a fearful challenge and makes a very positive attempt to overcome it, then they rightly tend to be respected. When there is an immediate positive response to helping someone else in a desperate situation, then this is the highest form of courage where it involves the rescuer in potential disaster. Adventure accounts are remembered most perhaps for acts of courage. It is this type of trait that should unite both Adventure Education and adult adventure.

Conclusion

Education should equip an adolescent for living in its broadest sense, as a responsible member of society, as well as giving him the skills with which to do a job. Before he can live in this sense he needs to become fully aware of his own abilities, and have found self confidence and self respect. Society cannot justifiably ignore in practice that young people need to use their bodies as well as their brains. Nor should it ignore that young people crave for meaningful challenge and for excitement. Physical Education and Games were perhaps invented in part to meet these youthful demands. These activities do succeed with some adolescents. For many adolescents, however, man-made games do not have a deep appeal. The competitive nature of so many sports not only precludes in practice that all young people can succeed, but may well bring out undesirable human qualities.

Adventure Education on the other hand, can succeed with the majority of adolescents regardless of their physical, mental or emotional limitations. Not only can the pupil gain enjoyment and satisfaction from adventure safely, but he can increase his maturity in the process. He can learn that life is about challenge, and that by always giving of his best he will gain most satisfaction from living. He can learn to understand his responses to situations, to gain self respect, and greatly extend his personal horizons at a time when adventure has to be sought in our modern society. He can learn to understand others and their abilities and limitations, and he can begin to become aware of, and respect, Nature.

The printed word - especially from the pen of an amateur writer - is a very inadequate medium to employ in order to portray Adventure. In my mind I see the faces of countless youngsters who have experienced adventure. Those faces are alight from their experiences. Their logbooks refer to those educational experiences as 'fab', 'great' and 'super'. I see also those faces during the adventure: the trace of fear and utter concentration of the girl in the rapid, the boy on the rock climb, and down the abseil. I see also the almost incredible determination of the youngster both to put up with considerable discomfort and to overcome a challenge. I know from these experiences that whatever are the problems of our modern society, our younger generation can tackle anything if given both the opportunity and the necessary education and guidance.

It is our responsibility both as educators and members of society to provide Adventure as a part of the education of young people. For all those concerned this will require COURAGE.

Appendix A: Definitions

1. OUTDOOR EDUCATION a means of approaching educational objectives through guided direct experience of the outdoors using as learning material the resources of rural and coastal environments. (N.A.O.E.).
2. ADVENTURE EDUCATION one major aspect of Outdoor Education, using as a medium those Outdoor Pursuits that are potentially dangerous. Adventure Education is the presentation of meaningful challenge to individual pupils, within a framework of safety, in order to give them deep personal and social awareness. The situations provided will involve them on mental and emotional, as well as physical planes, with inter-dependant balance a necessity for success. Skills are taught appropriate to individual abilities as the tools with which to overcome any problems they encounter.
3. SITUATION OF REAL DANGER where an error by the person concerned, or bad luck, may lead directly to physical and/or phsychological harm.
4. SITUATION OF APPARENT DANGER where an error by the person concerned will not lead to physical or psychological harm, although the person concerned felt he was in real danger.
5. ADVENTURE: a state of mind characterised by a satisfyingly intense emotional, physical and mental involvement in a challenging situation.
6. ADVENTURE IN OUTDOOR PURSUITS a state of mind beginning with feelings of fear of possible physical harm or discomfort, and always ending with feelings of enjoyment of satisfaction.
7. MISADVENTURE IN OUTDOOR PURSUITS physical and/or psychological harm ranging from death to dissatisfaction from being unable to overcome a challenge efficiently.
8. ACCIDENT a sudden unplanned event which has the potential for producing injury or damage (K. FLICHT National Safety Council U.S.A.)
9. APPREHENSION a mild form of fear probably found in mild forms of adventure. A word often used for reassurance to hide fear of a stronger type.
10. FEAR the normal unpleasant feeling of uncertainty essential to the start of an adventure experience within Outdoor Pursuits.
11. TERROR an extreme form of fear found in extreme cases of misadventure. A totally unacceptable feeling within education.
12. ENJOYMENT an experience of pleasure essential to the learning of most skills within an activity and to mild forms of adventure. An agreeable feeling often experienced during the activity and an essential motivation for involvement in deeper forms of adventure.
13. SATISFACTION the range of pleasant feelings derived from overcoming difficult problems both in skills learning and especially from adventure situations.
14. ELATION deep emotional form of satisfaction often associated with an intense form of adventure.
15. RECREATION used in the essay to mean engaging in an activity lightly and with little involvement.
16. BIORHYTHMS: three energy cycles within the human being which rise and fall with unfailing regularity from birth to death.
    They are comprised of: the Physical rhythm, the Emotional rhythm, the Intellectual rhythm.
17. PERSONALITY
    "The end product of our habit systems" Watson, J.B. 1924
    "Personality is what a man really is" Allport, G. 1937
    "The integrated and dynamic organisation of the physical, mental, moral and social qualities of the individual" Drever, J. 1963

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"Personality is that which permits a prediction of what a person will do in a given situation." Cattell, R.B.

"The inter-related compound of THOUGHT, FEELING AND ACTION"

The healthy personality . . . has vitality, courage and interest; is alert, decisive, prompt, direct, objective, resourceful; neat though not a slave to neatness; honest though not rude; humble though self-respectful; confident but not arrogant; it is kind, tolerant, reverent, is moderate in appetites. It has a sane attitude towards religion, marriage and authority. It appreciates its own strengths and its own weaknesses; it has a sense of proportion, and sense of humour, a love of beauty and a love of its fellow men". Vincent, L. 1933

"The more or less stable and enduring organisation of a person's character, temperament, intellect and physique, which determines his unique adjustment to his environment". Eysenck, Prof. H.J. 1953

18. CHARACTER

"Essentially a matter of action. The habitual performance of certain kinds of deeds rather than others." Russell, Bertrand.

"The working together of independence of thought and action along with acceptance of a social mode of conduct. Russell, Bertrand

"Action is character" Fitzgerald, F. Scott

"The character of an individual is complex but basically it is the product of the qualities with which he is born and his environmental experience." Fuchs, Sir V.

"The overt reaction of the personality to people and experiences".

19. TRAITS

"an individual characteristic in thought, feeling or act, inherited or acquired" Drever, J.

20. MATURITY

"Full development of the powers of body and mind" Concise Oxford Dictionary

"An emotionally mature person is one who accepts unpleasant facts whatever their genesis, as concrete situations to be handled rather than hated."

Rennie & Woodward

To accept praise modestly and to be able to accept criticism is a sign of maturity" - see definition of a 'healthy Personality'

"to be prepared to answer for the consequences of our actions, our words and our attitudes as both individuals and members of society"

Note:

Differences between mature and immature behaviour:

1. Marked improvement in frustration tolerance
2. Decrease in frequency and intensity of emotional upset
3. Less impulsive and explosive behaviour
4. Reduction in degree of self pity indulged in
5. Fewer signs of overt emotional manifestations

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Appendix B: TRAITS

The listing of seven particular traits in the text (see page 14) will inevitably arouse controversy. The seven were decided upon after grouping the many words used to describe relevant traits often with only slightly different shades of meaning. I have also taken note of the writings of many educationalists, leading explorers and historical figures.

The grouping below consists of the major trait (in capitals) followed by words describing similar or associated traits.

VITALITY	Enthusiasm; healthiness; fitness; keeness; alertness; dynamism; vigour.
INTEGRITY	Truthfulness; fairness; honesty; morality; conscientiousness; candour; probity; virtue; exactness; accuracy; justice; forthrightness; consistency; reliability; responsibility.
HUMILITY	Modesty; humbleness; meekness.
DETERMINATION	Will power; persistence; patience; resolution; industriousness; perseverance; purposefulness, tenacity; endeavour; resolve; self discipline; commitment; concentration; patience; application; endurance; courage; initiative; resourcefulness; fortitude.
UNSELFISHNESS	love; tolerance; empathy; understanding; sensitivity; compassion; sympathy; awareness; friendliness; warmth; humour, affection; loyalty; generosity; good-will.
SELF DISCIPLINE	self-respect; self fulfilment; self awareness; self evaluation.
SELF CONFIDENCE	self knowledge; self reliance.

The list is neither exhaustive nor are there clear divisions between trait types. 'Courage' for example, which may be defined as the ultimate form of will power or determination can also be seen both as ultimate forms of self discipline and unselfishness.

Appendix C: Safety Principles

Safety regulations for each activity tend not to cover all aspects and by their nature to be restrictive. Where they try to cover all eventualities they tend to be both lengthy and difficult to absorb. Far too often they are also written as an insurance cover rather than with the aim of making young people self reliant and all that this implies.

Safety principles which should *generally* apply to all the activities are easier to both read and absorb. Where the principle does not apply (e.g. No. 20 with respect to caving) then the teacher should be even more on the alert. The following list with notes is probably not comprehensive but may be helpful. All the principles would seem to be important as the outdoors has the uncanny knack of finding the weakness when luck is against you.

GENERAL

1. Understand different types and degrees of danger - in broad subjective and objective terms, and in relevant technical detail.
2. Have general awareness of the psychology of adventure - especially the relevance of Stage II and III and the need to generally avoid Stage IV.
3. Accept that work in dangerous situations with young people has
   i) to be justified beforehand:
   ii) to be PROGRESSIVE.
4. Know that most accidents are avoidable.
5. Accept responsibility for the safety and the well being of all party members the whole time.
6. Know your particular environment before you use it with young people. Never take even your local terrain or apparently easy situations for granted.
7. Know that there are some days when some outdoor conditions, especially in winter, are too dangerous for young people.
8. Know the implications of the weather forecast if this can produce danger in your activity.
9. Accept flexibility in the programme as both party members and the outdoors are dynamic.
10. Know your group, your back-up resources, and how to use them.
11. Use appropriate party equipment efficiently and ensure your personal leader equipment is efficient. Know the limitations of all equipment you use or may use.
12. Be inwardly pessimistic (awareness) and plan accordingly. Be outwardly optimistic when necessary.
13. Ensure, where appropriate, that party members know the value of self-reliance, commonsense and good judgement.
14. Brief group clearly both on aims and safety framework before the experience. Use a buddy system when appropriate.
15. Know that success in overcoming a dangerous situation should be more the result of careful planning and appropriate action rather than luck.
16. Never presume you know all the answers.
17. Always work well within your own limitations of fitness, experience and ability.
18. Accept that 'THE STRENGTH OF A CHAIN IS IN ITS WEAKEST LINK'
    (Incidents in the outdoors are generally the result of a weakness - or several of them - be it an equipment item, lack of a skill or a personality factor)

DURING THE EXPERIENCE

19. Have complete concentration and awareness at all dangerous times. (This is often extremely difficult in practice and requires prolonged training).
20. See all the group all the time.
21. Have an effective communication system.
22. Do any challenge first if it could present danger to a party member.
23. Never leave beginners alone and unattended in potentially hazardous areas.
24. As leader be in the place where you are most needed. (e.g. placing yourself between the danger and the party member; or if this is impossible then in the best rescue position).

POST EXPERIENCE

Evaluate all experiences carefully and systematically within frameworks of adventure and safety.